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ABSTRACT

This competency-based preservice home economics teacher education module on individuals and families in crisis is the fourth in a set of five modules on consumer education related to human development. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objective and overview, one unit of instruction including four lessons is presented. The lesson topics are identifying a crisis, effects on the individual or family, living with crisis, and sources of help. Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). A unit progress test is also included. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-967; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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CONSUMER APPROACH STRAND:

HUMAN DEVELOPMENT

MODULE I-E-4 INDIVIDUALS AND FAMILIES IN CRISIS

1978

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CE 019 923

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NATIONAL INSTITUTE OF EDUCATION

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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MATCHE PROJECT

1974-1978

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TABLE OF CONTENTS

Module Objective. . . . . .Page 1
Module Overview 1

UNIT--INDIVIDUALS AND FAMILIES IN CRISIS. 2
Objectives. 2
Overview. 2

Lesson 1: Identifying a Crisis 2
Narrative Summary 3
Suggested Activities. 3
Suggested Resources 4

Lesson 2: Effects on the Individual or Family. 5
Narrative Summary 5
Suggested Activities. 6
Suggested Resources 6

Lesson 3: Living with Crisis 7
Narrative Summary 7
Suggested Activities. 8
Suggested Resources 8

Lesson 4: Sources of Help. 9
Narrative Summary 9
Suggested Activities. 9
Suggested Resources 10

UNIT PROGRESS TEST. 11

MODULE PRE/POSTTEST 14
Answer Key. 17

INDIVIDUALS AND FAMILIES IN CRISIS

Module Objective

Given a case study which illustrates a personal or family crisis situation, the MATCHE student will be able to identify the severity of the crisis and suggest two alternative solutions to the problem by identifying local agencies, individuals, and other resources available to provide assistance and to relieve the crisis situation.

Module Overview

Crises affect individuals and families in different ways. The ability to handle crises depends on numerous factors, such as preparation, maturity, and resources. Once the crisis is identified, it must be handled so that readjustment or adaptive behavior can take place as soon as possible. This module deals with recognizing the crisis at hand and finding possible solutions. This module consists of the following unit:

Unit: Individuals and Families in Crisis

UNIT

INDIVIDUALS AND FAMILIES IN CRISIS

Objectives

After independent investigation and research into ten crises which might be encountered by individuals and/or families, the MATCHE student will be able to write five case studies, each concerning a different crisis, suitable for use at the secondary school level. Case studies must address various socioeconomic levels interrelated with different stages of the family life cycle. Crises might be selected from the following:

1. illness
2. death
3. divorce
4. unplanned pregnancy
5. abortion
6. occupational pressures
7. handicapped child
8. birth defects, mental retardation, and emotionally disturbed
9. civil suit
10. battered children
11. unemployment
12. alcoholism
13. drug addiction
14. gambling
15. homosexuality
16. mental illness
17. troubled marriage
18. shoplifting
19. theft
20. fire
21. debts
22. broken engagement
23. empty nest
24. desertion
25. separation
26. anxiety
27. "boon or bust" business conditions
28. disgrace
29. forced retirement
30. infidelity
31. childlessness
32. moving of residence

Based on crisis related case studies prepared for use at the secondary level, the MATCHE student will be able to state and describe resources which are available for possible alternative solutions of each case study situation.

The MATCHE student will be able to list and describe local agencies and persons that provide assistance to individuals and families in crisis.

Overview

The purpose of this unit is to identify various possible family or individual crises and, by using all of the resources at hand, to find the best possible means of handling these crises.

Lesson 1: Identifying a Crisis

The narrative summary, activities, and resources presented in this lesson will enable you to identify what constitutes a crisis.

Narrative Summary

The definition of a crisis depends not only on the nature of the experience itself, but also on the values and beliefs of the family members. Webster defines it as a decisive moment, turning point, or a crucial time. What is defined as a crisis in some families is not even recognized as a problem in others. The actual situation in which a family finds itself may be less important in determining the behavior of the family members than the imagined situation.

Some families are known to be crisis prone; that is, almost any out-of-the-ordinary event precipitates considerable family stress. In these cases, it seems clear that neither the internal organization of the family nor the psychological strength of its members is adequate to deal with change.

A family crisis is any situation in which the usual patterns of family living are unable to provide coping behavior. According to Reuben Hill, family or individual crises may be classified as those resulting from the following:

1. dismemberment: the loss of a member (death, war, separation, etc.)
2. demoralization: the loss of status and of face (nonsupport, infidelity, drug addiction, etc.)
3. accession: the addition of a member (unwanted pregnancy, deserter returns, etc.)
4. A combination of demoralization and dismemberment or accession (desertion, divorce, suicide, etc.)

Ernest Burgess would add the following:

5. conflict: family members in conflict in the conception of their roles

Suggested Activities

1. Make a list of several possible crisis situations. Allow a group of classmates to look at them and classify them as problems or actual crises. Have this same group list ten of their most important values and goals and give their definitions of a crisis.

2. Compare the list of possible crises and the group's answers. Are they indicative of their values and goals? Are their socioeconomic and cultural backgrounds an influencing factor? How do their definitions of a crisis situation differ? Can you recognize these differences in their rating of your list of possible crises?

3. Contact at least two family counselors, such as private counselors, social workers, and clergy, to determine their views on individual/family crisis situations.

4. Review current films such as Cathy Come Home, The Jogger, and The War of the Eggs and develop instructional materials for use at the secondary level.

Suggested Resources

American Families: Trends and Pressures. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office. 1973.

Bernard, Jessie. The Future of Marriage. Chicago: Aldine Press. 1974.

Bernard, Jessie. Women, Wives, Mothers: Values and Options. Chicago, Illinois: Aldine Press. 1975.

Furstenberg, Frank. Unplanned Parenthood: The Social Consequences of Teenage Childbearing. New York: Free Press. 1976.

Glasser, Lois, and Paul Glasser (eds.). Families in Crisis. New York: Harper and Row, 1970.

Grollman, Earl. Concerning Death: A Practical Guide for the Living. Boston, Massachusetts: Beacon Press, 1974.

Hansen, Donald, and Reuben Hill. "Families Under Stress" in Harold Christensen (ed.). Handbook of Marriage and the Family. Chicago: Rand McNally. 1964.

Harris, Louis and Associates. The Myth and Reality of Aging in America. Washington, D. C.: National Council on Aging. 1975.

Kubler-Ross, Elisabeth. On Death and Dying. New York: Macmillan, 1969.

Neuhaus, Robert, and Riley Neuhaus. Family Crisis. Columbus, Ohio: Charles E. Merrill, 1974.

Somerville, Rose. Introduction to Family Life and Sex Education. Englewood Cliffs, New Jersey: Prentice Hall, 1972.

Walters, David. Physical and Sexual Abuse of Children: Causes and Treatment. Bloomington: Indiana University Press, 1975.

There is no Progress Check for this lesson.

Lesson 2: Effects on the Individual or Family

The narrative summary, activities, and resources presented in this lesson will enable you to describe the effects a crisis can have on an individual or a family.

Narrative Summary

Crisis can be precipitated by conflicting developmental tasks of family members who fail to complement each other either temporarily or permanently. Parent-child differences contribute to tension and conflict, especially when the child repudiates his parents and rebels. Conflicting conceptions of role on the part of the husband and wife can lead to conflicts in sexual, economic, child rearing, and many other relationships of the family. Any of these problems can so weaken the affectional relationships and integration of a family that it is unable to meet even a simple departure from its ordinary life patterns. The result, when an out-of-the-ordinary event occurs, is a crisis.

Some families and individuals are more vulnerable to stress and strains than others. Naturally, the more vulnerable the individual or family is, the greater the effect the crisis can have and the more detrimental it can be. Numerous studies indicate that those who are lower class, less well educated, newcomers in a community, and racial and ethnic minorities have more severe crises and weather them less well than do more comfortably situated families or individuals with financial and educational supports and status to help cushion the shocks that come their way.

In affluent America, poverty confers minority and inferior status, particularly when accompanied by black skin color. This deviant position, associated with a style of life closely related to the poor person's almost continual concern about having enough food, clothing, and shelter to maintain himself, serves as a constant set of stresses on the underprivileged family. Even the best of internal organizational arrangements bolstered by considerable psychological strength of each member of the family group may prove inadequate under these circumstances. Among the poor, crises may be a monthly, weekly, or even daily affair, and to expect families to maintain themselves indefinitely in this situation may be asking too much.

In some families crises are not necessarily bad for the family or its members. The disequilibrium that develops requires new methods for handling problems. Out of this situation may arise new and creative solutions for organizing activities that are superior to those that were present before the crisis occurred. This experience may enable the family to handle future crises in a superior manner. In addition, it may result in greater individual and group satisfaction with family life.

Suggested Activities

1. Set up an impromptu role-playing situation in which each person plays the role of a family member in a crisis situation. Act out the effect that the crisis has on each family member. Discuss your observations.

2. Preview and plan a discussion with young adults on the film "How Could I Not Be Among You," by Ted Rosenthal.

3. Complete the following case study.

   Mr. Robinson was told by his supervisor on Monday that he would be given three weeks' severance pay and would no longer have a position with the company. Mrs. Robinson's immediate reaction was_____.
   The four children (one in college, two in high school and one in junior high) reacted_____
   _____.
   Both parents are highly educated and value education for their children. Steps taken by this family to cope with this crisis included_____
   _____.

Suggested Resources

Glasser, Lois, and Paul Glasser (eds.). Families in Crisis. New York: Harper and Row, 1970.

Neuhaus, Robert, and Riley Neuhaus. Family Crisis. Columbus, Ohio: Charles E. Merrill, 1974.

Skolnick, Arlene, and Jerome Skolnick. Intimacy, Family and Society. Boston, Massachusetts: Little, Brown and Company, 1974.

When you have completed the activities, confer with your instructor. If no further work is prescribed, proceed to Lesson No. 3.

Lesson 3: Living with Crisis

The narrative summary, activities, and resources presented in this lesson will enable you to identify methods of handling a crisis.

Narrative Summary

Some families and individuals survive crises while others disintegrate under the pressure. Some not only survive, but actually grow stronger as a result of crises. Several factors contribute to the ability of an individual or family to meet a crisis. Such factors are listed below.

1. the kind of trouble to be faced and whether the trouble came suddenly or slowly
2. the preparation made in advance for meeting such emergencies
3. previous experience in dealing with probelms
4. the individual's or family's own definition of the trouble, that is, whether it is regarded as a crisis
5. the number of supportive relatives, neighbors, and friends
6. the social expectations of peers and customs
7. the family and individual strengths and resources
8. the personal maturity of the individuals involved

Problems differ not only in their intensity and in their finality, but also in the way in which they start. In some ways, sudden disasters are easier for the typical middle-class family to deal with. In fact, there is considerable evidence both in research and observation that a sudden crisis can often be a unifying factor in family relations. Sudden disasters are not always unifying, of course. This depends on the people and the circumstances concerned. One theory is that the slowly building crisis that results from small degenerative changes is often more demoralizing and devastating to family and individual relationships than the sudden disaster. Family theorists and marriage counselors generally agree that the family or individual that is well organized, has defined goals, and is steadily working toward them is far more likely to be successful than the family that has no purposeful direction. It can be seen that how a family or individual handles a crisis depends on the strengths and resources of the individual or family itself and how these are used.

According to Glasser and Glasser, a review of the literature reveals that three features seem to characterize families that are able to respond adequately to stress or events: involvement, integration, and adaptation. The first refers to commitments to and participation in family life by the members of the group.

Integration has to do with interdependence of the instrumental and socioemotional roles of individuals in the group. When each person in the family requires the help of the others in achieving group and individual goals and in maintaining psychological equilibrium, particularly if the members work well together, the family is likely to handle adequately internal and external difficulties.

The third factor refers to the ability of the family group and each of its members to change their responses to one another and the world around them as the situation demands flexibility of the family in group structure and individual behavior.

Suggested Activities

1. Read the case studies numbered 60 and 61 in Marriage and Family Relationships, by Richard H. Klemer (pp. 308-310 and 316-317). Discuss (in class) the crises involved and how they are handled. What strengths and weaknesses can you see in the individuals involved?

2. Divide your classmates into four groups. Give each group the same crisis situation and allow it to discuss how to handle the situation. Have each group present its thoughts and solutions of the crisis in a role playing situation. After each has made its presentation, discuss the differences between them. Decide upon which solution you find the most beneficial and explain your reason.

3. Choose five crisis situations. Write a brief case study for each of these to be used by high school students.

4. Prepare a presentation for an adult group using the film Empty Nest.

Suggested Resources

Glick, Ira O., Robert Weiss, and C. Murray Parkes. The First Year of Bereavement. New York: John Wiley and Sons, 1974.

Grollman, Earl. Talking About Divorce: A Dialogue Between Parent and Child. Boston: Beacon Press, 1975.

McCollum, Audrey. Coping with Prolonged Health Impairment in Your Child. Boston: Little, Brown and Company, 1975.

Watts, Richard. Straight Talk about Death with Young People. Philadelphia: The Westminister Press, 1975.

When you have completed the activities, confer with your instructor. If no further work is prescribed, proceed to Lesson No. 3.

Lesson 4: Sources of Help

The narrative summary, activities, and resources presented in this lesson will enable you to identify various sources of help to families or individuals during a time of crisis.

Narrative Summary

Families and individuals meet crises more successfully and recover from them more quickly when relatives, friends, and neighbors are available to support them. People close to us can help in a time of crisis sometimes simply by being there, listening and caring.

Professional help can also be sought. Counseling services can help troubled marriages, families, and individuals. They can help one to sort out his problems and determine the best possible solutions for them. Social workers can also be of assistance during times of crisis. Psychiatrists can help with special problems. A family physician, lawyer, or clergyman can also be a source of help.

There are numerous specialized agencies that can be helpful for problems of a specialized nature. Alcoholics Anonymous can help a family with a problem concerning alcoholism. The March of Dimes can assist parents of children with birth defects. The state agencies can help with an employment problem. There are many more such agencies and persons willing and qualified to help people with a crisis if they just know where to find them.

Suggested Activities

1. Look around your town and make a list of the persons and agencies available to help individuals and families facing a crisis.

2. Visit a counseling center and interview two counselors. What methods and techniques do they use? Make a note of these.

3. Involve peers in playing and discussing some of the new strategies for gaining insight into family problems. Use materials, such as the Family Game: Insight and Understanding, Marriage Counseling Kit, and the film "A Special Kind of Care."

4. Write a paper describing what you have learned and the implications for teaching a consumer homemaking course. Submit this to your instructor for review.

Suggested Resources

Caplan, Frank. Parents Yellow Pages. New York: Anchor Books, 1978.

Directions. Handbook to Family Helping Agencies. San Diego County: United Way. 1976 (Similar handbooks available from all counties).

Edwards, Romaine. Crisis Intervention and How it Works. Springfield, Illinois: Charles C. Thomas, 1977.

Howell, Mary C. Helping Ourselves: Families and the Human Network. Boston: Beacon Press, 1975.

Saur, William. "Identifying Community Resources for Families Under Stress," The Family Coordinator, Vol. 26, No. 3 (July 1977).

UNIT PROGRESS TEST

Student_____

Individuals and Families in Crisis

Instructor_____

Date_____

1. On what two factors does the definition of a crisis depend?

   a.

   b.

2. Match the crisis classification with the type of crisis.

a. _____ hospitalization	1.	dismemberment
b. _____ alcoholism	2.	demoralization
c. _____ unplanned birth	3.	accession
d. _____ death of father	4.	a combination
e. _____ infidelity	5.	conflict
f. _____ divorce		
g. _____ unwed parenthood		
h. _____ sudden loss of father's employment		

3. As indicated by numerous studies, which of the following populations have more severe crises and weather them less well?

   a. _____ economically depressed

   b. _____ college students

   c. _____ aged

   d. _____ less well educated

   e. _____ newcomers in a community

   f. _____ ethnic minorities

   g. _____ racial minorities

4. Which factors help determine how well a family or individual meets a crisis?

   a. _____ the kind of trouble to be faced

   b. _____ the financial cost

   c. _____ whether the trouble came suddenly or slowly

   d. _____ preparation for meeting emergencies

   e. _____ the family size

   f. _____ the personal definition of the trouble

   g. _____ personal maturity

5. List the three major categories of sources of help for individuals or families in a crisis situation.

   a.

   b.

   c.

ANSWER KEY
UNIT PROGRESS TEST

Individuals and Families in Crisis

Instructor:	In booklets reproduced for students, you may wish to omit this page.

1. the nature of the experience itself
   the values and beliefs of the individual or the family

2. a. 1 d. 1 g. 4
   b. 2 e. 2 h. 3
   c. 3 f. 4

3. a, d, f, g

4. a, c, d, f, g

5. personal acquaintances: relatives, friends, neighbors
   specialists: clergy, lawyer, doctor, psychiatrist
   agencies: counseling services, specialized agencies, social service

MODULE POSTTEST

After you have completed the final unit progress test for this module, you should be ready to take the Module Posttest. See your instructor.

MODULE PRE/POSTTEST

Student_____

Individuals and Families in Crisis

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. How may crises be grouped, typed, or classified? Give two such groupings and an example of each.

2. Define an individual or family crisis.

3. According to Hill, what determines whether a given event becomes a crisis for any given family?

4. What factors help determine the effect that a crisis can have on an individual or family?

5. List five factors which may affect the individual's or family's ability to meet a crisis.

6. Read the following case study and:

   a. Identify the problems Jim and Suzy are facing. Note their respective views. Do these constitute a crisis situation?
   b. List the possible means of handling the situation, including sources of help and solutions.
   c. Identify some of the steps they would need to take to indicate they are on the road to learning to live productive lives and have a more mature outlook on life.
   d. Describe Jim and Suzy, their roles, and their situation one year from the present.

   Case Study

   Jim and Suzy have been married for six months. Neither finished high school. Suzy had a family living course as a junior. Jim's family of orientation could be classified as lower socioeconomic, and Suzy's family as upper middle socioeconomic. Jim has been out of work for three months. Suzy works full time at a department store, and they live on her salary. They have been having many arguments lately. Jim feels inadequate because he is not supporting Suzy and is greatly ashamed of this. He has started complaining about the housework not getting done as thoroughly as he feels it should. Lately, he has been going out drinking with his friends, who, like Jim, are untrained for any specific skill and are unemployed, rather than face Suzy. To add to their problems, Suzy has just found out that she is pregnant. This has compounded Jim's guilt and their problems.

7. List three community resources or agencies whose prime purpose is assisting families with crises.

   a.

   b.

   c.

8. Mark the following statements true (T) or false (F).

   a. _____ Family crises may either build slowly and be long in coming to a head, or they may burst quickly and unexpectedly.

   b. _____ Sexual infidelity can only result in a weakening of the marriage relationship.

   c. _____ Whether or not a family meets a crisis successfully is largely determined by the existing psychological strengths and organization of the family.

   d. _____ Any crisis can be met if the family has adequate financial resources.

e. _____ Sometimes crises disappear so gradually that one is quite uncertain as to when the solution occurred or what it was.

f. _____ Differences in community attitudes might mean that what was a family crisis at one time or in one location might be completely disregarded in another.

g. _____ Efforts to be economical in case of a severe illness or a funeral are in such poor taste that they should be avoided.

h. _____ Some events are magnified into crisis dimensions by the application of legal procedures to the situation.

i. _____ The best way to help a small child face and understand the family crisis of death is to remove him from the situation until the funeral is over.

j. _____ Enough foresight and preplanning would ward off any family crisis.

k. _____ Research indicates that the reunion of military servicemen with their families may produce more of a crisis than the separation did.

l. _____ For the sake of the children and their adjustment, keeping the parents together is certainly preferable to divorce.

m. _____ Whether or not a situation is really a crisis depends a great deal on the definition given to it by the family.

n. _____ A crisis such as divorce or premarital pregnancy could have the effect of strengthening the individuals involved as well as the family as a unit.

o. _____ The idea of group protective arrangements to help families meet crises has had a very poor reception in the American society.

p. _____ The crisis of war generally has the effect of strengthening the moral fiber of the family.

q. _____ If an individual is in crisis, then his family will be in crisis as well.

r. _____ How a family "defines" the crisis may be as important as the crisis itself.

s. _____ Several studies suggest that something as common as becoming a parent can be a crisis.

t. _____ Crises can serve to strengthen as well as to disorganize families.

ANSWER KEY
MODULE PRE/POSTTEST

Individuals and Families in Crisis

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (two of the following)

   dismemberment: death of family member, hospitalization
   demoralization: alcoholism, infidelity
   accession: adoption, birth
   combination: divorce, unwed parenthood

2. A family or individual crisis is any situation for which the usual pattern of family or individual living is inadequate.

3. hardship of the situation or event itself
   resources of the family, its role structure, flexibility, and previous history with crises
   the definition the family makes of the events, that is, whether members treat the event as if it were or as if it were not a threat to their status, goals, and objectives

4. The vulnerability of a family or individual depends upon the socioeconomic situation, the extent of education, how new they are in the community, the degree of status, and their ethnic and racial background.

5. (any of the following)

   kind of trouble and how fast it occurred
   experience
   definition of the trouble
   preparation
   supportive relatives, neighbors, and friends
   social expectations of peers and customs
   strengths and resources
   maturity

6. a. The student should note each of the problems present: self-image, unemployment, possible drinking problem, lack of communication, unplanned pregnancy, etc. Jim feels ashamed of his inability to get employment and resents Suzy because she supports them. Suzy, on the other hand, is bewildered and feels she is doing the best she can. These problems combine to form a serious marital crisis.
   b. A marriage counselor would help them to understand their values and role expectations. The employment agencies would also help. Perhaps their personal friends could give them assurance and guidance. The first problem is to get Jim a job. Perhaps if he could obtain on-the-job training while he worked, he would be able to learn a skill. This would make him feel worthwhile and give him more job security. Suzy could work only part-time so that she could still help with the income, but also be home more. They must decide whether abortion, adoption, or keeping the baby is the best for them and the baby. If they keep the baby, what alternatives could they consider for child care so that Suzy could still keep her part-time job until Jim was more financially secure? Jim and Suzy should try to plan more time together to talk and just have fun.
   c. They will probably have to reorganize their financial budget to accommodate their new situation. They both will have to learn to be more tolerant of the other's view. They will have to regain self-confidence.
   d. For true insight into the situation, the solution should include Suzy being the flexible one who does most of the adjusting. This indicates that the student is cognizant of how the feminine and masculine roles operate in our culture.

7. Resources listed should include counseling agencies, family welfare agencies, and health agencies.

8.
a.	True	k.	True
b.	False	l.	False
c.	True	m.	True
d.	False	n.	True
e.	True	o.	False
f.	True	p.	False
g.	False	q.	False
h.	True	r.	True
i.	False	s.	True
j.	False	t.	True

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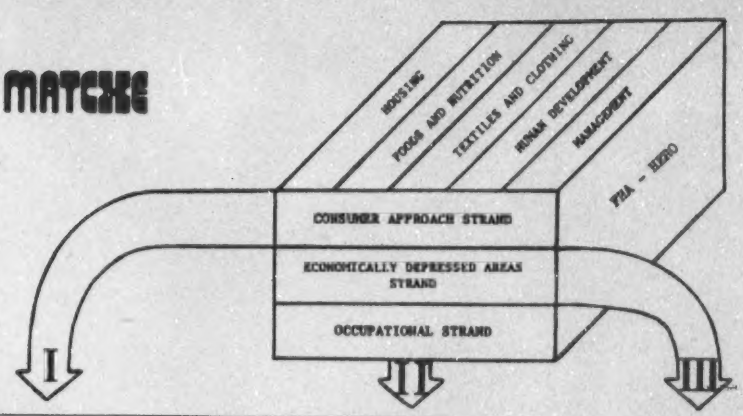

	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele